

Year 1 Reading Assessment

Working towards the expected standard						
Word Reading						
The pupil can:						
read some capital letters and all the digits 0 – 9						
apply some phonic knowledge and skills as the route to decode words						
recognise the correct sound for graphemes (letters or groups of letters) for many of the 40+ phonemes, including some alternative sounds for graphemes						
read accurately by blending some sounds in unfamiliar words containing GPCs that have been taught						
read some common exception words, noting correspondences between spelling and sound and where these occur in the word						
read some words containing taught GPCs and -s, and -er endings						
read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words						
re-read books to build up fluency and confidence						
Comprehension						
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. The pupil can:						
listen to and discuss some poems, stories and non-fiction at a level beyond that at which they can read independently						
link what they read or heard to their own experiences						
show familiarity with some key stories, fairy stories and traditional tales, retelling them and considering some of their particular characteristics						
recognise and join in with some predictable story phrases						
recite, by heart, some rhymes and poems						
discuss word meanings and link some meanings to those already known						
The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:						
draw on what they already know or have experienced						
check that text makes sense to them as they read and correcting some inaccurate when reading						
discuss book title and events in stories						
make some inferences on the basis of what is being said and done by a character						
make some predictions on what might happen on the basis of what has been read so far						
begin to participate and explain through discussion about what is read to them						
Working at the expected standard						
Word Reading						
The pupil can:						
read all capital letters and the days of the week						
apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency						

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respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes							
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught							
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word							
read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings							
read other words of more than one syllable that contain taught GPCs							
read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)							
read aloud accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words							
re-read books to build up fluency and confidence							
Comprehension							
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. The pupil can:							
listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently							
link what they read or hear read to their own experiences							
become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics							
recognise and join in with predictable phrases with increased confidence							
recite by heart many rhymes and poems							
discuss word meanings and link new meanings to those already known							
The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:							
draw on what they already know or on background information and vocabulary provided by the teacher							
check that the text makes sense to them as they read and correcting inaccurate reading							
discuss significant events in stories							
make inferences on the basis of what is being said and done							
predict what might happen on the basis of what has been read so far							
participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say							
Working higher than the expected standard							
Word Reading							
The pupil can:							
apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency							
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, most alternative sounds for graphemes							

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read accurately by blending sounds in unfamiliar words containing GPCs that have been taught						
read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word						
read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings with increased speed and accuracy						
read aloud accurately books that are consistent with their developing phonic knowledge						
re-read books for speed and increased accuracy						
Comprehension						
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. The pupil can:						
listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently						
appreciating rhymes and poems, and by reciting some by heart using appropriate expression and intonation to demonstrate understanding						
discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms)						
The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:						
draw on what they already know or on background information and vocabulary						
make inferences on the basis of what is being said and done across the book and drawing on other books they have read						
predict what might happen on the basis of what has been read so far noting the words and phrases from the text to explain						
participate in discussion and explain accurately, what is read to them						